



Ontario

Ministry of Education
The Honourable Chris Ward, Minister
Bernard J. Shapiro, Deputy Minister

Curriculum Guideline

CLASSICAL STUDIES

*Intermediate and
Senior Divisions*

VALIDATION DRAFT

Draft document for discussion purposes only

December 1988



Ontario

Ministry
of
Education

Ministère
de
l'Éducation

(416) 965-9672

16th Floor
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

étage
Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

December 6, 1988

Ms. Ruth Marks
Librarian
Ontario Institute for
Studies in Education
252 Bloor Street West
Toronto, Ontario
M5S 1V6

Dear Ms. Marks:

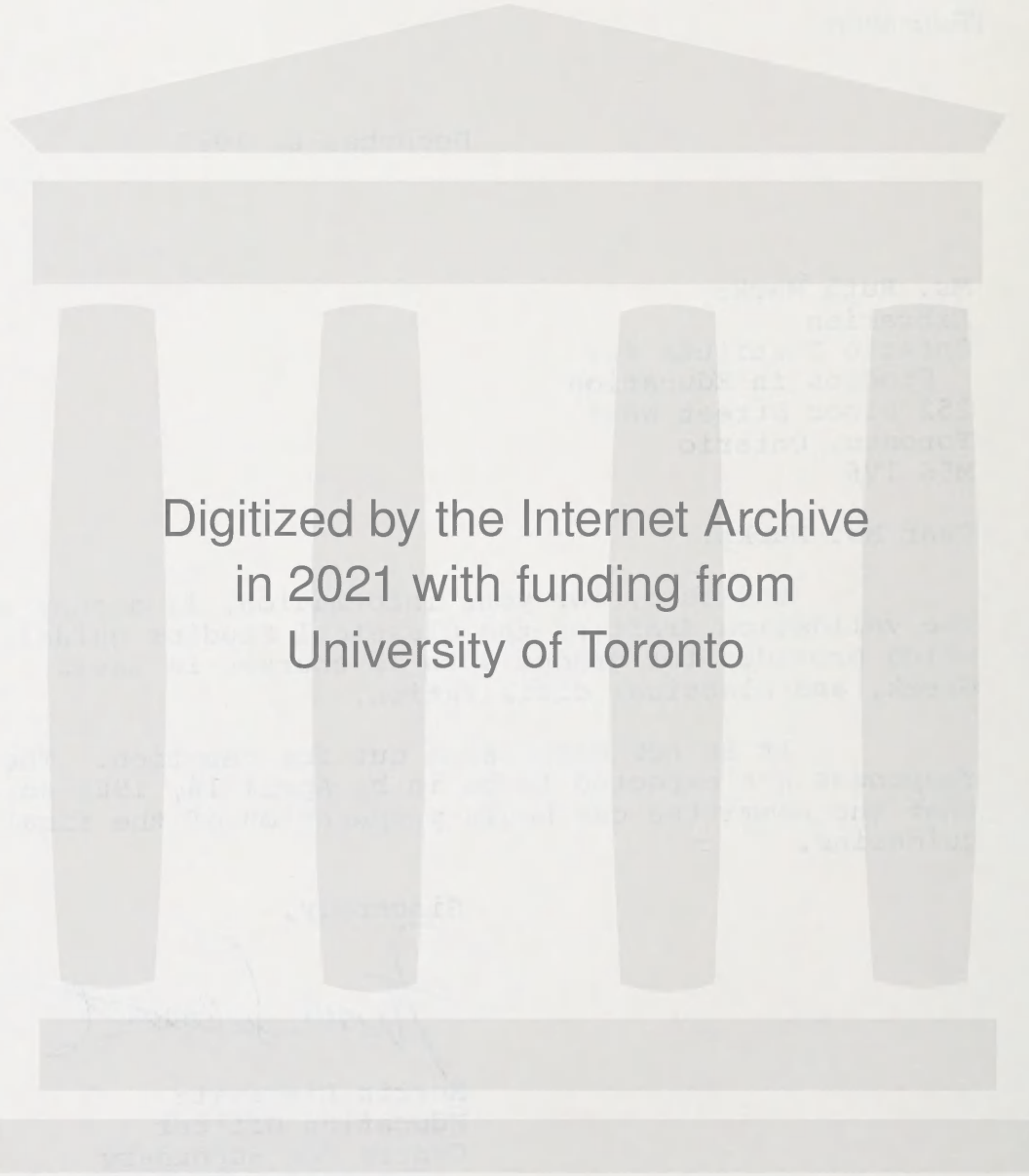
Enclosed, for your information, is a copy of the validation draft of the Classical Studies guideline which provides for grades 9 to 12 courses in Latin, Greek, and classical civilization.

It is now being sent out for reaction. The responses are expected to be in by April 14, 1989 so that the committee can begin preparation of the final guideline.

Sincerely,

Morris Liebovitz
Education Officer
Centre for Secondary
and Adult Education

Enclosure



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CLASSICAL STUDIES

INTERMEDIATE AND SENIOR DIVISIONS

December 1988

CLASSICAL STUDIES CURRICULUM GUIDELINE

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1. INTRODUCTION AND RATIONALE

This guideline outlines the requirements for the following three Classical Studies programs:

(i) The Latin Program:

Introductory Latin (VLL1A)
Intermediate Latin (VLL2A)
Senior Latin (VLL3A)
General Latin (VLL2G or VLL3G)

(ii) The Ancient Greek Program:

Intermediate Greek (VGG2A)
Senior Greek (VGG3A)

(iii) The Classical Civilization Program:

Introduction to the Ancient World (VCC1A)
Classical Civilization (VCC3A)
Classical Civilization for Today (VCC2G or
VCC3G)

Each course requires a minimum of 110 hours of instruction for one credit.

Classics courses embrace the study of Ancient Greek and Latin and Greek and Roman Civilization. Any of these courses will increase the students' knowledge and understanding of the classical world and its contributions to Western society and will also enhance the students' understanding of the traditions and values of their own society.

The programs in Latin and Greek emphasize the study of the languages from which English, French, and many other languages are derived. Both of these programs will help students develop their language skills and increase their knowledge of English and French vocabulary. Students will also be introduced to classical literature in the original languages and will begin to examine a range of ideas, attitudes, and values that helped shape Western civilization. Because the languages will be studied in their cultural context, the students will also become acquainted with the daily life, physical environment, and social customs of the Greeks and/or Romans.

The courses in Classical Civilization provide access to the classical world through the study of both literary and material remains. Although the students may not do any formal language study, some ancient texts will be read in translation.

The scope of the courses in Classical Civilization is wide and varied and will provide the students with a broad basis of knowledge and understanding of our classical heritage.

The evidence which has descended to us from antiquity has to be interpreted. Students will learn to deal with written and material records and to evaluate and understand their significance. The nature of the material studied in all of the Classics courses, by virtue of its richness and variety, will encourage and inspire students in their own writing and in other creative activities. By combining the content, methods, and skills of different disciplines, Classics courses expand the students' understanding of their world and provide a foundation for further studies in the humanities.

2. THE GOALS OF EDUCATION

The Ministry of Education in Ontario strives to provide in the schools of the province equal opportunity for all. In its contribution to programs, personnel, facilities, and finances, the ministry has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. The goals of education, therefore, consist of helping each student to:

1. develop a responsiveness to the dynamic process of learning

Processes of learning include observing, sensing, inquiring, creating, analysing, synthesizing, evaluating, and communicating. The dynamic aspect of these processes derives from their source in many instinctive human activities, their application to real-life experiences, and their systematic interrelation within the curriculum.

Courses in Latin, Ancient Greek, and Classical Civilization encourage students to examine, evaluate, and respond to many aspects of the Classical World. Study of the literature and culture of the Greeks and Romans offers the students the opportunity to clarify their own thoughts and reactions, to

increase their own facility with language, and to develop higher-level thinking skills.

2. develop resourcefulness, adaptability, and creativity in learning and living

These attributes apply to modes of study and inquiry, to the management of personal affairs such as career plans and leisure activities, and to the ability to deal effectively with challenge and change.

Because many aspects of the Greco-Roman civilization are so different from our culture, students are constantly exposed to points of view unlike their own. This broadens the perspective from which they view the problems of our rapidly changing society. This should enable them to be more adaptable, resourceful, and creative in their approach to life.

3. acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols

Such knowledge and skills will assist the learner in applying rational and intuitive processes to the identification and solution of problems by:

- a) using language aptly as a means of communication and an instrument of thought;
- b) reading, listening, and viewing with comprehension and insight;
- c) understanding and using mathematical operations and concepts.

The study of Greek and Latin produces a deeper understanding of the structure of language in general and helps students extend their own vocabulary and develop a greater facility in communicating effectively. Classical texts challenge readers to improve their ability to comprehend complex ideas and to apply them to a modern context.

4. develop physical fitness and good health

Factors that contribute to fitness and good health include regular physical activity, an understanding of human biology and nutrition, the avoidance of health hazards, and concern for personal well-being.

Mens sana in corpore sano was an ideal of antiquity. Many Greek and Roman writers express this ideal and it was a guiding principle of Greek and Roman education.

5. gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression

Artistic expression involves the clarification and restructuring of personal perception and experience. It is found in the visual arts, music, drama, and literature, as well as in other areas of the curriculum where both the expressive and receptive capabilities of the learner are being developed.

Historically the study of ancient art and literature provided a canon of taste. Classical literature and art may inspire the students in their own creative writing, drawing, sculpting, and other activities in the plastic arts. A knowledge of Classical literature enhances the enjoyment of music inspired by Greco-Roman themes. The study of Classical literature provides many opportunities for dramatization. Ancient theatre is the antecedent of modern theatre and classical drama is still presented on the stage today.

6. develop a feeling of self-worth

Self-worth is affected by internal and external influences. Internally it is fostered by realistic self-appraisal, confidence and conviction in the pursuit of excellence, self-discipline, and the

satisfaction of achievement. Externally it is reinforced by encouragement, respect, and supportive evaluation.

The study of Latin or Greek makes the students more understanding of their own language and this in turn allows them to express themselves fluently and confidently, thereby heightening their self-respect. The Classical subjects lend themselves to a disciplined approach. Under the guidance of the teacher, the student can make steady progress, and gain a sense of satisfaction, and therefore a sense of self-worth.

7. develop an understanding of the role of the individual within the family and the role of the family within society

Within the family the individual shares responsibility, develops supportive relationships, and acquires values. Within society the family contributes to the stability and quality of a democratic way of life.

Students in Classics courses learn about the roles of the individual and of the family in Greco-Roman society. This knowledge enables them to make comparisons with modern concepts and to develop a greater awareness of their own position as

individuals and as members of families within a constantly changing society.

8. acquire skills that contribute to self-reliance in solving practical problems in everyday life

These skills relate to the skilful management of personal resources, effective participation in legal and civic transactions, the art of parenthood, responsible consumerism, the appropriate use of community agencies and services, the application of accident-prevention techniques, and a practical understanding of the basic technology of home maintenance.

Historical study raises many issues of human behaviour and interaction. It is always helpful to know how other societies have dealt with the challenges of everyday life. The solution of many practical problems depends upon an effective command of language and a sensitivity to human feelings. The student who has thought about language and come into contact with some of the world's greatest literature is in a better position to deal with such matters and to distinguish between the valuable and the meretricious.

9. develop a sense of personal responsibility in society at the local, national, and international levels

Awareness of personal responsibility in society grows out of knowledge and understanding of one's community, one's country, and the rest of the world. It is based on an understanding of social order, a respect for the law and the rights of others, and a concern for the quality of life at home and abroad.

Students reflect the larger society from which they come.

Classroom experiences, where students with different points of view have to cooperate towards a common goal, enhance a sense of personal responsibility towards others. Furthermore, significant role models of individuals who accepted personal responsibility in the societies of the Roman and Greek world are presented in the study of the languages and cultures of these societies.

10. develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups

This goal is related to social concord and individual enrichment. In Canada it includes regard for:

- (a) the Native Peoples;
- (b) the English and French founding peoples;
- (c) multiculturalism;
- (d) national identity and unity.

The study of a society other than their own enables students, by comparison and contrast, to increase their understanding and appreciation of ancient cultures. The Roman Empire was a multicultural society; the attitude of the Romans to native peoples and to linguistic differences has much contemporary interest for our own society. Also, many of the cultural groups that make up contemporary Canadian society share our heritage from the Classical world; a realization of this common heritage leads to a sense of identification among the various cultural groups and therefore promotes unity in Canadian society.

11. acquire skills and attitudes that will lead to satisfaction and productivity in the world of work

In addition to the appropriate academic, technical, and interpersonal skills, this goal relates to good work habits, flexibility, initiative, leadership, the ability to cope with stress, and regard for the dignity of work.

Courses in Latin, Greek, and Classical Civilization require the students to think critically and creatively, express themselves effectively, and be resourceful and thorough in the completion of tasks. The demands made by the nature of the material covered in all of these courses ensure a sense of satisfaction and pride when a topic or unit is mastered. This, in turn, motivates students to approach subsequent topics in a way that is conducive

to increased productivity. Flexibility, initiative, leadership, cooperation, punctuality, and regular attendance, all of which are assets in the world of work, are encouraged by classroom learning, independent and group projects, and teacher modelling.

12. develop respect for the environment and a commitment to the wise use of resources

This goal relates to a knowledgeable concern for the quality of the environment, the careful use of natural resources, and the humane treatment of living things.

The study of Classical literature provides a means of comparing the ancients' attitude toward the environment with that in our own time. In addition, archaeology promotes a concern for and an obligation to preserving archaeological sites as an irreplaceable and limited resource.

13. develop values related to personal, ethical, or religious beliefs and to the common welfare of society

Moral development in the school depends in part on a consideration of ethical principles and religious beliefs, a respect for the ideals held by others, and the identification of personal and societal values.

Ancient political and moral theory stressed the role of the individual within society. Classical literature provides many opportunities for the discussion of personal, ethical, and religious beliefs. The students will develop a heightened perception of their own values and a respect for the ideals of another culture by contrasting the students' values with those of the ancients.

3. Exceptional Students

In order for the teaching of exceptional students to be carried out in a supportive learning environment, it is important for teachers to be aware of the needs and abilities of such students. These students have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) of the school board with their area of exceptionality falling into one of the five broad categories: behavioural, communicational, intellectual,

physical, or multiple. In addition, a statement of their needs will have been developed by the IPRC and should be available to the teacher well in advance of the commencement of a course in Classical Studies. The teacher should discuss student needs and possible adaptations to courses with the student resource staff and parents. Other relevant information should be available in the OSR folder.

The following suggested adaptations should be considered:

- (a) Modifications in teaching strategies may be required to meet the individual needs of some exceptional students. For example, some students with communication exceptionalities may require visual as well as auditory clues. Teachers may have to enunciate more clearly and rephrase any question or statement that students may not have heard or understood.
- (b) A variety of assessment techniques should be considered to ensure an informed picture of a student's progress. For example, students with limited vision may be given written tests using large print. In some cases, more time may be required to complete a test. Oral tests and examinations may be necessary to accommodate students with more severe

vision problems. Daily work and class participation may play an important part in the evaluation process.

- (c) Physical adaptations to the classroom may be required. For example, some physically handicapped students may need to be placed near the entrance to the classroom. Additional space and modified equipment may be required to accommodate wheelchairs or other ambulatory devices. Floors may have to be covered with non-slip material and made free of obstructions.
- (d) A number of organizational adaptations could be considered. For example, individual projects requiring independent study may assist some gifted students. Leadership skills could be developed through seminars and class presentations. Students could be grouped with other gifted students so that they receive the encouragement and stimulation of peers.

The amount of content covered and the depth in which the content is taught should be suited to the needs of exceptional students. The provision of courses at both the general and advanced levels of difficulty, and the availability of fractional credits will address many of the above considerations. However, some exceptional

students may require additional flexibility. The credit earned for the successful completion of an adapted course must be viewed by the student and others as being equal in all respects to the credit earned by a non-exceptional student.

In general, the integrity of any Classical Studies course is expected to be maintained as fully as possible in accordance with the intent of this guideline. However, it is better to encourage exceptional students to take courses in Classical Studies and adapt courses to suit their needs than to discourage them through rigid conformity to an inflexible program.

The following Ministry of Education publications contain teaching suggestions for students with various exceptionalities:

- Behaviour, 1986. Resource Guide.
- Children With Communication Exceptionalities, 1979. Curriculum Ideas for Teachers.
- Children With Mild Intellectual Handicaps, 1979. Curriculum Ideas for Teachers.
- Children With Moderate and Severe Intellectual Handicaps, 1981. Curriculum Ideas for Teachers.
- Children With Physical Handicaps and Health Impairments, 1978. Curriculum Ideas for Teachers.

- Handbook for Teachers of Students With Learning Disabilities, 1986. Resource Guide.
- Programming for the Gifted Learner, 1985. Resource Guide.
- Vision, 1987. Resource Guide.

4. The Latin Program

This guideline provides for an advanced level program and a single-course general level program in Latin.

The advanced level program may provide a two-course or a three-course lead-up to the Latin OACs. The typical advanced level program consists of Intermediate Latin (VLL2A) and Senior Latin (VLL3A). The three-course advanced level program consists of Introductory Latin (VLL1A), Intermediate Latin (VLL2A), and Senior Latin (VLL3A); in schools where this expanded Latin program is offered, the program prior to the OACs should not simply be an extension of two years' work over three years. It should include additional reading in Latin, more intensive study of the language, and extended cultural studies. Senior Latin (VLL3A) is the prerequisite for either Latin OAC.

The general level program consists of a single course, General Latin (VLL2G or VLL3G) - which may be offered

either as an Intermediate Division course or a Senior Division course. This course is not merely a reduction in the number of units covered in an advanced level course. It has its own set of objectives which must be achieved.

4.1 Rationale

The study of Latin introduces students to a language, culture, and literature that have helped to shape Western civilization for over two thousand years. By learning the language of the Romans, tracing English and French derivatives, examining Roman literature, and concurrently studying Roman culture, students may expand their awareness of our Classical roots, both material and intellectual. Contact with a language whose syntax is different from one's native tongue enhances students' appreciation of the workings of language in general. The study of Latin derivatives expands vocabulary and sharpens sensitivity to the denotations and connotations of words in English and French. Knowledge of the Latin language provides students with the opportunity to read literature of high quality in terms of style and content; such literature addresses fundamental human issues and provides well-articulated answers from some of Western society's finest thinkers and writers. The study of Roman culture acquaints students with aspects of ancient life and thought which have influenced contemporary society;

furthermore, as participants in Canada's cultural mosaic, students will examine and evaluate another people's responses to the challenge of accommodating and integrating diverse cultural influences. This study encourages appreciation and respect for customs, beliefs, and values different from one's own; through comparison with modern counterparts, it also fosters deeper insights into the values of contemporary Canadian society.

Courses in Latin embody the interdisciplinary benefits inherent in the field of study called "Classics". A Latin course typically embraces such diverse fields of study as language, literature, rhetoric, archaeology, architecture, fine arts, town planning, history, politics, religion, philosophy, law, education, social behaviour, and commerce -a vast spectrum of human activity. The broad scope of such studies can expand the student's historical and cultural awareness. In pursuing these subjects, students develop a range of skills, including: increased precision of thought and accuracy of expression in English and French; communication through verbal and visual media; accurate observation and reasonable inference from evidence; correlation of materials of various types; researching, organizing, and reporting; group work cooperation; and individual oral presentation. Because Latin courses as described in this document address a broad cross-section of topics and cultivate a variety of

skills, they afford students valuable returns for the time invested.

The intrinsic merits and practical advantages of a Latin program confer personal benefits in terms of refined communication skills and increased cultural awareness. The academic groundwork laid through high school Latin courses provides valuable background for advanced studies in the Humanities: modern languages, linguistics, literature, philosophy, history, fine arts, classics, sociology, archaeology, anthropology, and political science. The training in rigorous thought and logical analysis which Latin courses provide is of great value for work in mathematics, computer science, engineering, and the sciences generally. Furthermore, the general background and skills acquired while studying the language, literature, and culture of Roman antiquity are assets in such careers as advertising, journalism, writing, translating, law, medicine, theology, teaching, government, executive and administrative work, personnel management, labour relations, public relations, sales, travel, and tourism.

4.2 The Advanced Level Latin Courses

4.2.1 Aims

In pursuit of the goals of education as defined in section 2, the study of Latin helps students to:

- increase their understanding of the nature and structure of language;
- increase their sensitivity to language in general and to English and French in particular;
- recognize the linguistic influence of Latin on English and French, particularly with reference to derivatives;
- consider how the Latin language and some aspects of Latin literature reflect typical characteristics of Roman culture, particularly a love of organized form and a strict correlation between form and function;
- develop a critical approach to literature through the study of style and structure;
- develop an appreciation of classical masterpieces;
- recognize Rome's contributions to Western literature and thought, as well as its influence as a transmitter of culture;
- examine the values of an ancient society as revealed through literature, philosophy, religion, politics, urban development, fine arts, and in the material remains;

- develop a deeper insight into the values of contemporary Canadian society by comparing them with those of the ancient world;
- explore both the changing and constant values of human life and the continuity of Western human experience;
- learn to respect languages, customs, beliefs, and values that are different from their own;
- develop mature awareness of self and others;
- develop precision of thought and of expression through the demands of accurate translation;
- practise the skills of making reasonable inferences from visual evidence and of correlating evidence from different types of sources;
- practise the skills of researching, organizing, and reporting;
- practise communication skills through class presentations and written assignments;
- improve their skill in articulating personal thoughts and feelings;
- exercise imagination and creativity.

4.2.2 Content

An important objective of the courses leading up to the Latin OACs is that the students' grasp of the language, vocabulary, and cultural background be sufficient to

enable them to move into the reading of Latin literature with little or no adaptation.

The textbooks currently in use in Ontario differ greatly in their presentation of the various components of the Latin program. For this reason, a specific list of grammatical structures, vocabulary, and cultural topics to be covered in each course is not included in this document.

(a) Reading Latin

The central purpose of a Latin course is the reading of Latin with understanding and enjoyment. Section 3.2.4 of this document (Evaluation of Learning) suggests that at least 50% of the marks on written examinations and term work be assigned to the evaluation of reading comprehension and translation. This emphasis on reading should be reflected in the amount of class time spent on activities directly related to the reading of Latin.

Upon completion of the Senior Latin course, students should be ready to begin reading Latin literature with little or no adaptation. In order to achieve the necessary preparation, the students should have considerable experience reading continuous passages of Latin rather than isolated sentences only.

The level of difficulty of the Latin that is read will naturally increase as the students move through the Latin courses. The first passages that are read will be stories specially written for beginners and the passages will gradually become more complex and demanding until the students are able to read simple passages of original Latin or passages adapted from original authors.

The reading material chosen for a course should illustrate and provide practice in the forms and structures presented in the grammatical component of the course.

Latin readings and Roman culture should be closely related. Excerpts from original authors in translation may be used to supplement both the Latin passages read and the related cultural topics.

Regular attention should be given to the learning of Latin vocabulary. By the end of the Senior Latin course, the students should have learned sufficient vocabulary to read a passage of Latin comfortably without extensive use of a dictionary. While retention of vocabulary is important, skill in the proper use of dictionaries is also a valuable learning tool.

Various aspects of written and spoken Latin should be examined such as variant word order and sentence

structure. Characterization, setting, and plot development should also be considered. The study of other literary devices such as artistic word order, juxtaposition, contrast, parallel structure, and diction may be introduced gradually.

(b) Grammatical Component

A knowledge of inflections and an understanding of the grammatical structures and concepts of the language are essential prerequisites for the reading of Latin.

The specific grammatical component of each year in the program will depend upon the textbooks used. However, in planning their courses, teachers should arrange to cover forms and structures in such a way that it will be possible for students to complete the prescribed grammatical component by the end of either OAC. (See Section 1.3.1 and Appendix A of Latin: Ontario Academic Courses - 1986 for the complete prescription of the grammatical component. This prescription also appears in Appendix A of this document.)

(c) Derivatives

The study of Latin roots and word origins shall be an important element in any Latin course, one which should

reinforce and expand the students' knowledge of English and French. Indeed, this is an important benefit for many students. Attention to new English and French words met during class can foster the habit of using Latin to suggest the meaning of new words. Conversely, the understanding and learning of new Latin vocabulary is facilitated by a knowledge of English and French words derived from the Latin. Latin teachers have a unique opportunity to encourage such expansion by illustrating the impact of Latin on the vocabularies of English and French by the study of:

- . roots
- . prefixes and suffixes
- . abbreviations from Latin
- . Latin phrases in current use
- . Latin mottoes
- . words encountered in other disciplines such as science, mathematics, law, and medicine

(d) Cultural Component

The acquisition of the fundamentals of the language as well as the study of passages of literature shall involve the reading of texts in their cultural context. (See Latin: Ontario Academic Courses, section 1.3.2.) Through Roman literature, students come into contact with thoughts and feelings of real people in a real society. In order to gain a genuine understanding of this literature, knowledge of the daily life, physical environment, and social customs of the Romans is essential. Since values inherent in Roman culture have left an indelible impression on twentieth-century civilization, the study of Roman civilization will be a rewarding aspect of a Latin course.

In planning the cultural segment of the Latin program, the teacher should strive to strike a balance between two distinct demands made on introductory Latin courses:

- . responding to students' interest in enhancing their general liberal education through contact with their cultural heritage from Classical antiquity;
- . establishing the basic facts of the culture within which the language and the literature read in the OACs developed.

The teacher shall carefully and logically schedule cultural topics into the regular class periods in every year of the Latin program. The selection and sequencing of topics must depend upon the maturity, background knowledge, and interests of students; upon the interest and knowledge of the individual teacher; upon the teacher's assessment of the importance of any given topic to the overall thrust of the Latin program; and upon resources available. In outlining the cultural topics for the preparatory courses, the teacher should carefully analyse the literature that will be read in the OACs and plan carefully how the preceding courses can most effectively lay the groundwork for placing that literature in its cultural context. For example, in a program whose OAC includes a unit entitled "Imperialism and Diplomacy", Roman coinage might be a major topic in one of the previous courses, with the content designed carefully to anticipate discussions that will occur in the OAC. On the other hand, in a program whose OAC includes units entitled

"Epic" and "Oratory", Roman coinage might be touched on only lightly or not at all. Each course of the Latin program should also offer a well-balanced cross-section of topics and activities so that it has linguistic and cultural value in its own right and not merely serve as a preparation for an OAC in Latin. Whether the cultural setting is Rome, Pompeii, or one of the provinces of the Roman Empire, students will discover a way of life that is vibrant and full of interest. Through this experience, they should be encouraged to develop a critical approach to life styles that they may find in some ways superior to their own, in others inferior.

The teacher should cover a variety of topics, some in greater depth than others. The following list is suggestive rather than definitive:

- . houses
- . food
- . clothing
- . town planning
- . law
- . government
- . art and architecture
- . religion
- . business

- . ships and trade routes
- . roads and transportation
- . entertainment
- . baths
- . education
- . superstition
- . funerals, tombs, cemeteries
- . marriage
- . family life
- . slavery
- . army
- . mythology
- . coinage
- . wall graffiti (content, styles of lettering)
- . papyrus and the making of ancient "books"
- . perceived heroes and villains: e.g. Camilla,
Coriolanus, Regulus, Pyrrhus, Hannibal, Cleopatra,
Boudica
- . tombstones: inscriptions and ornamentation
- . Roman ways of reckoning time
- . the calendar
- . Roman holidays
- . triumphal processions
- . gardens
- . country villas and farming
- . aqueducts

- . lamps
- . signet rings and seals
- . makeup, jewellery, hairstyles
- . the Seven Wonders of the Ancient World
- . monuments: e.g. the Colosseum, the Pantheon
- . techniques of archaeology
- . political figures: e.g. Cicero, Julius Caesar, Augustus, Nero, Titus, Domitian
- . authors: e.g. Catullus, Horace, Virgil, Ovid, Petronius, Juvenal

4.2.3 Teaching Strategies

Teachers should use a wide variety of teaching strategies suitable to the different components of a Latin course - reading, translation, vocabulary and language drill, derivative and cultural study - in order to maintain a high degree of motivation in their students.

Texts available to teachers in Ontario fall into two broad categories with regard to their approach:

- (a) Structural-linguistic approach: Courses using this approach emphasize the reading of Latin. Their aim is to teach Latin for reading purposes and to develop an understanding of the content and values of Roman civilization. Latin is studied through the

identification of the basic sentence patterns by intensive repetition in a variety of contexts. These courses do not usually entail the translation of English into Latin or require the student to develop the ability to describe Latin grammar in formal terms.

- (b) Grammar-translation approach: This approach is based upon teaching the grammar of the Latin language by comparing it with that of English and observing similarities and differences. The comprehension of Latin and its subsequent translation into English are made to depend largely upon a conscious grammatical analysis of the Latin as it is read.

Whichever approach is chosen, reading and translation are the major activities. To maintain student interest, teachers should avoid continual translation by using a variety of approaches. Of the large range of teaching strategies available, the teacher should incorporate a variety appropriate to the material being covered. A few examples are discussed below:

- (i) The careful translation of passages of Latin will teach students accuracy and precision in the use of language. Several approaches are effective for translation work:

- (a) the students and teacher may work together;
- (b) the students may work independently; or
- (c) the students may work in pairs or groups.

(ii) Oral reading of Latin, in chorus and/or by individual students, should be frequently practised in class.

The reading should indicate that students comprehend the meaning of a story or poem. Latin, as written by the Romans, was normally read aloud. Therefore students should be made aware of the importance of the sound of the language.

(iii) Reading for comprehension gives students practice in skimming a passage to find answers to set questions or to obtain an overview of the content. Practice in reading Latin more rapidly can be given through

- (a) teacher-directed questioning, oral or written,
- (b) independent work, or
- (c) reading done in pairs or groups.

(iv) Students should have regular opportunities to test their progress by dealing with sight passages unaided. Such passages, in which the occurrence of morphology and structures is random, encourage students to apply what they have learned.

(v) Formal grammar lessons dealing explicitly with the Latin language are useful to consolidate the basic principles of morphology and syntax. Practice in the application of these principles may be achieved through translation or manipulation exercises chosen or developed to focus on specific structures.

(vi) The most obvious way to study the development of English and French words from Latin roots is regular attention to derivation. Students should be encouraged to suggest derivatives from new Latin words as they are encountered in reading passages and background cultural data. In addition, a variety of exercises in word study may include

- . match up exercises
- . fill in the blank exercises
- . crossword puzzles
- . multiple choice exercises
- . computer program drills

(vii) Study and discussion of the cultural context should be carefully scheduled into regular class periods, whether or not cultural material is included in the textbook. Students should include such material in their notebooks. Cultural topics directly relevant to the themes of the language and literature courses should be discussed thoroughly in class. Those

topics which bear less directly on the target literature but which are consistent favourites with teenagers may be assigned for independent study. Formats effective for the exploration of cultural themes include:

- (a) presentations by individuals or groups of students based on specific outlines assigned by the teacher;
- (b) full-class or group discussion based on answers to questions assigned on a cultural note in the textbook;
- (c) inferential discussion guided by the teacher's questioning on slides, bulletin board displays, study prints, transparencies, or models;
- (d) structured group discussions of realia - for example, coins and replicas;
- (e) full-class or group discussion of passages of literature in translation;
- (f) directed discussion of movies, video-tapes, recordings;

- (g) short lectures or slide talks by students, the teacher, or a guest speaker;
- (h) full-class discussion and reinforcement of topics introduced by individual students, group presentations, teacher - lecture, guest speaker, or small-group discussions;
- (i) student-prepared models and art work, slide-tape presentations, video-tape presentations, or live dramatizations;
- (j) formal written reports and creative writing assignments;

For sample lesson plans applicable to these modes, see section 5.3.3.

In addition to the seven strategies outlined above, any or all of the following techniques of learning may be employed. Students may:

- perform a scene or scenes taken from or based on the course material;
- listen to recorded versions of Latin passages, either for general comprehension or consolidation;

- develop or use a computer program to review their knowledge of Latin;
- pursue independent study of derivatives encountered in other subject areas, such as science or mathematics, or based on themes such as mythology;
- prepare seminars or panel presentations;
- prepare a Roman dinner to be attended in Roman dress;
- participate in Classics days at universities;
- participate in classics conferences and visits to museums, theatres, and art galleries;
- participate in exchanges with other Latin students;
- participate in an archaeological practicum;
- travel to Classical sites in the area of the Roman Empire.

4.2.4 Evaluation of Learning

The purpose of assessment and evaluation should be to promote learning for both students and teachers. It

should be fair, accurate, and curriculum-based. At the beginning of each course, the teacher shall outline and explain to students the policies and procedures for assessment.

Because learning styles vary amongst students, teachers should use both formative and summative evaluation to assess student achievement in the various components of the course: reading, derivation, and culture, and in both the cognitive and affective domains.

In addition to the written translation, comprehension, or essay work, students may be assessed on oral and visual presentations, display projects, and creative assignments. Whatever methods of assessment are used, care should be taken to ensure that term work and examinations reflect the format and rigour of the instruction given.

(a) Evaluating the Components of the Course

All three components of Latin courses, as described in this document shall be evaluated:

- ° reading and grammar
- ° derivation
- ° cultural context

Since the central linguistic aim of the advanced-level Latin program is the reading comprehension of Latin literature in its cultural context, it is essential that assessment techniques address the skills connected with reading; i.e., both accurate verbatim translation and responding in English to general comprehension questions. The testing of vocabulary, morphology, and grammatical constructions is valid if set in the context of complete Latin thoughts, either in sentence or story form. Students are expected to show progress in these language skills by translating sight passages or answering comprehension questions. In addition, some attention should be given to students' ability to read Latin aloud with accurate pronunciation.

Evaluation should also address the ancillary aims of the Latin course, namely derivative study, word building, and knowledge and understanding of Roman life and society. All these should be included in a quantitative evaluation. Tests and examinations can evaluate students' ability in derivative study and word building through questions resembling the derivative exercises done in class. The assessment of students' grasp of Roman civilization should be based not merely on the recital of facts, but on their ability to develop a theme, to explain or illustrate a feature of Roman life, or to compare the values of the Roman world with those of today's society.

Teachers should use a wide variety of methods in assessing students' achievement in the three components of the course. In setting assignments and planning evaluation, the teacher shall bear in mind some fundamental considerations:

- ° topics assigned for individual or group work need to be restricted in scope and clearly defined. Topics requiring research need to be planned jointly with the teacher-librarian;
- ° each assignment should give students an opportunity not only to gather information about the ancient world, but also to develop their skills of analysis, synthesis, and evaluation - skills that have a wide-ranging application in the adult world;
- ° the nature of the assignments must evolve from the content of resources available to the student and should be commensurate with the research skills that may be reasonably expected of a student at the given grade.

In evaluating independent, individual, or group assignments, the teacher should consider such factors as:

- ° thoroughness and accuracy
- ° clarity of organization and development

- ° evidence of an understanding of underlying issues or principles
- ° effectiveness of the oral or written presentation in engaging the audience's interest
- ° the processes followed in tackling the assignment as well as the final product
- ° correct use of English or French

The weighting of marks in both written examinations and term work should reflect the proportion of time spent on each component of the course. The following minima are suggested:

	<u>Minimum</u>
° reading comprehension and translation	50%
° cultural topics	15%
° derivation and vocabulary	10%
° class participation	10%

(b) Evaluating the Aims of the Course

Assessment practices shall reflect the complexity of learning. They shall deal with facts, skills, processes, concepts, generalizations, values, attitudes, and effort. Students should have the opportunity not only to prove that they are mastering the content, but also to display

progress in the application of learning skills; i.e., in their capacity to analyse, synthesize, and evaluate. As part of the learning process, evaluation shall reflect the wide range of aims of the course. Admittedly, some aims are easier to evaluate than others. Not all aims can be measured quantitatively by objective criteria. Teachers must recognize their inevitable limitations in evaluating the higher levels of the affective domain and translate the more abstract aims into specific and concrete objectives. Towards this end, the teacher should not limit the format of evaluation procedures to written tests and examinations. Group discussions, interviews, and projects enable the teacher to observe how students are developing and maturing in their approach to the material. When these other factors have a bearing on evaluation, the teacher can make a comprehensive professional judgement of students' accomplishments.

(c) Modes of Evaluation

Evaluation is an essential part of the learning process for both students and teacher. Evaluation should provide students with a standard by which they can prove to themselves their mastery of curriculum content and their progress in the development of abilities in analysis, synthesis, and sound judgement. Evaluation should also indicate to the teacher where adjustments may be needed in

methodology, curriculum content, and assessment techniques. It should enable the teacher not only to assess the competence of the students and their readiness to proceed to more advanced work, but also to identify the effectiveness of instructional methods used and the emphases in the course. It may also indicate need for modifications in time allotment for specific sections of the course.

Accurate and comprehensive assessment includes formative and summative evaluation. Formative evaluation involves continuous assessment of the knowledge, skills, and attitudes of the students. Oral and written testing may be used early to assess the level of achievement of the individual or class in understanding recent material or in retaining and recalling less recent material. Frequent testing fosters consistent growth in skills essential to competent language performance. Interim testing designed to monitor development of the target skills, identifies difficulties and encourages success. Formative evaluation of attitudes may take into account evidence of effort in daily work, homework assignments, notebooks, contribution to group activities, and class participation.

Summative evaluation of student achievement takes place after the completion of a topic or unit. It should be used to inform students and others of the extent to which

the overall instructional aims and objectives have been achieved, and may be based on:

- ° topic or unit post-tests related to course aims and objectives
- ° formal examinations at specific intervals
- ° major projects

4.3 The General Level Latin Course

4.3.1 Aims

A course in Latin at the general level can help students to achieve their potential in intellectual, emotional, social, cultural, and moral development by providing an opportunity for students to:

- become acquainted with a foreign language whose basic structure is different from English and French;
- read, comprehend, and/or translate Latin passages of modest difficulty;
- improve communication skills in English and/or French;

- increase English and/or French vocabulary through the study of words which are derived from Latin;
- become familiar with the most common Latin roots, prefixes, and suffixes from which meanings of new English and/or French words may be deduced;
- through derivative study, enhance English and/or French language capabilities, particularly spelling;
- increase tolerance for languages other than their own;
- become familiar with the customs, attitudes, and thinking of ancient Romans;
- compare these ancient attitudes and customs with modern ones;
- develop awareness of the cultural customs of their own society and of others';
- develop tolerance for cultural customs different from their own;
- recognize the relevance of Classical culture to their own lives;

- develop a positive self-concept;
- take pride in neatness, order, and clarity in their work;
- develop social maturity, particularly in the ability to work effectively, individually or together;
- learn productive self-control in group situations and gain confidence by participating constructively;
- exercise creative abilities and interests through a variety of hands-on activities;
- develop practical life skills such as map literacy, dictionary skills, and problem solving through the use of library facilities;
- become more skilful at deductive reasoning;
- develop aesthetic appreciation.

4.3.2 Content

The prime objective of the general level Latin course is to allow students to benefit from encountering a culture and language different from their own.

The textbooks currently in use in Ontario differ greatly in their presentation of the various components of a Latin program. Nevertheless suggested lists of grammatical structures and cultural topics to be covered are included in this document.

(a) Reading Latin

Students in this course are not preparing to read Latin literature. Therefore, the Latin that is read should be relatively simple both in the volume of vocabulary and in the number and difficulty of grammatical structures. Short stories whose themes and content reflect everyday Roman life will provide the greatest enjoyment for the students. Frequent discussions centered on the similarities and differences between ancient Roman and modern Canadian life should arise naturally from the students' reading in Latin. Dramatization and variations of stories read in Latin should also be encouraged. Above all, the students should find the reading enjoyable.

(b) Grammatical Component

The specific grammatical component of this course will depend upon the textbook(s) chosen by the teachers. However, in planning their courses, teachers should arrange to cover the more frequently used forms and

structures in such a way that it will be possible for students to read Latin with enjoyment and success throughout the course. The grammatical core should be modest and should include:

- . singular/plural subjects
- . singular/plural direct objects
- . singular/plural indirect objects
- . present/imperfect/perfect tenses
- . active personal endings
- . agreement of adjectives and nouns

Students should have some sense of what the parts of speech do in a sentence. Rather than learning inflections, they should develop some skill in determining how Latin

- . indicates who is doing an action
- . distinguishes the doer from the receiver
- . indicates when an action occurred

In this way students will learn how an inflected language works differently from English and/or French. Passive control of a vocabulary of about 300 words should be a target, the words being selected wherever possible with consideration for their usefulness in derivative study. In this way, students will develop confidence in their

ability to comprehend Latin, thereby adding to their success and enjoyment of the course. Teachers may need to develop their own variations of stories or to incorporate stories from several textbooks in order to provide the volume and variety of Latin necessary to achieve the twin goals of mastery of basic Latin structures and enjoyment of the reading content.

(c) Derivatives

A general level Latin course should put great emphasis on the value of Latin for building English and French vocabulary. Since this is a one-year course, this may be the most important carry-over for many of the students.

Stress should be put on using the dictionary effectively, on English or French spelling, and on learning to recognize new words or vaguely familiar words in context.

It may be more appropriate in a general level Latin course to reinforce derivative study by written exercises rather than by incidental references in class. A wide variety of exercises may be used, including:

- . match-up exercises
- . fill-in-the-blank exercises

- . crossword puzzles
- . multiple choice exercises
- . computer software drills
- . finding the Latin roots for English or French words
- . looking up dictionary definitions for words derived from Latin
- . analyzing the structure of words by referring to the meanings of their prefixes and suffixes

Students should be exposed to those aspects of word study that will be most helpful to their other studies and in their subsequent life experiences. Such study should include:

- . abbreviations from Latin
- . Latin phrases in current use
- . words encountered in other subject areas such as science, mathematics, business studies, and technological studies

The study of derivatives should enhance the students' ability to communicate effectively in English and French.

(d) Cultural Component

For students enrolled in Latin for one year at the general level, the study of Roman culture should address themes

which bear most directly on practical aspects of modern daily life. Topics should be selected for the opportunities they afford for clarifying modern customs by considering similarities and/or differences.

The teacher should cover a variety of topics, some in greater depth than others, but related to the interests and personal lives of the students. The following list is suggestive rather than definitive:

- . geographical and historical background about Rome and the Empire
- . the family
- . the status of men and women in Roman society
- . slavery
- . daily routine
- . clothing and personal adornment
- . houses: residential design as related to family structure and climate
- . interior decorating and furniture
- . food and meals
- . shopping
- . trades and skilled crafts
- . schools
- . travel and trade, roads and transportation
- . gladiatorial shows

- . chariot races
- . theatrical performances, particularly comedy
- . popular sports and the Olympic Games
- . the baths
- . temples and gods
- . weddings
- . funerals and beliefs about the afterlife
- . some practical aspects of archaeology
- . some famous monuments: a forum, a temple, a basilica, a theatre, an amphitheatre, a circus
- . some famous Romans: Aeneas, Romulus and Remus, Julius Caesar, Cicero, Vergil, Augustus, Caligula, Nero, Agrippina

Some activities might include the reading of groundplans of houses and other buildings, the making of models, the cooking of Roman recipes, the making of Roman garments, the reassembling of broken pottery, and excavating of a garbage pail. For sample lesson plans on cultural themes, see section 5.3.3.

4.3.3 Teaching Strategies

In a general-level class, the attention span of students should not be overextended. The teacher should not spend a long time on any single activity, but should vary both activities and topics. More time should be spent on

teacher-led translation than in the advanced-level course; i.e., the teacher would lead an oral translation of an entire story, then assign one paragraph of the story to be translated in writing as individual seat work. Such seat work could be taken up immediately after it is done, or collected for evaluation. Therefore, no more than half the period would be spent on translation. One should always try to incorporate other activities into the lesson.

Group work assignments may be used but should be specific and limited in time. Group size should also be limited (see section 4.3.4). Time may be spent in modules devoted to any of the following topics: derivatives, Roman culture and customs, archaeology (illustrated with slides, films, filmstrips, diagrams or maps), mythology or vocabulary.

Make the classroom visually interesting. Students should be involved in creating visuals such as posters, bulletin boards, collages, and models related to Roman cultural themes.

Use the most simple, concrete method to teach structures and vocabulary forms. The use of grammatical terminology should be limited.

Students may prepare skits based on material studied in stories or in Roman life lessons; e.g., dramatise a Roman courtroom scene. These skits could be performed in simple Latin, in English, or in English sprinkled with Latin terms.

4.3.4 Evaluation of Learning

On the first day of class, the teacher should explain the evaluation procedures to the class. Approximately 15% may be given for life skills. Within the area of life skills, the teacher could keep track of such things as punctuality, attendance, work habits, bringing materials to class (pen, paper, text), organization of notebook, ability to answer oral questions, and class participation. The teacher should discuss the life skills evaluation with the individual student at regular intervals. The student should be allowed to participate in the assessment of his/her own performance. It is important that the student's self-evaluation be discussed with the teacher and that its score be included as part of the life skills evaluation.

In addition, students need to be able to work with others towards the realization of common objectives. This makes it necessary to provide opportunities for them to develop attitudes such as the following:

- respect for the rights and opinions of others
- acceptance of valid suggestions and criticisms
- self-discipline
- responsibility in undertaking a fair share of the work

Specific skills that are useful in group activities need to be introduced, demonstrated, taught, and reinforced. Simple exercises should be planned to help students develop a mature attitude towards both suggestions and criticisms and to acquire the skills of observing, listening, proposing, supporting, mobilizing, organizing, negotiating, trading, persuading, confronting, rule making, reaching a consensus, and voting.

The inquiry approach provides opportunities for the development of such group skills. For example, students can share the responsibility for tasks such as the following:

- choosing and developing a topic or question for study
- brainstorming, defining, and clarifying the topic or question
- discussing the best form of organizer
- planning and carrying out the information search
- assessing the validity, appropriateness, and accuracy of the information

- achieving a consensus on the validity of the conclusions
- brainstorming the most effective ways to communicate the conclusions
- preparing materials (graphic, verbal, and written) to communicate the findings

Initial attempts at group work are more likely to be successful if students see the relevance of their contribution to the group's success. Students should be given an increasing responsibility for making decisions about the size and composition of groups for specific tasks. As well, when the results of their collaborative work are graded, they should be given some responsibility for dividing the total marks equitably.

Peer assessment is a productive method of determining progress in the ability to work collaboratively. Checklists, rating scales, and profiles are the preferred instruments for this purpose. It is the teacher's responsibility to ensure that the evaluation criteria are stated in clear and objective terms and are related to individual contributions to the project rather than to personal preferences or popularity.

For summative purposes, the weighting of marks should reflect the aims of the course and the proportion of class

time devoted to the various components. The following minima are suggested:

	<u>Minimum</u>
° reading comprehension and translation	25%
° cultural topics	25%
° life skills	15%
° derivation and vocabulary	10%

Test questions should involve a variety of types, e.g., true/false, multiple choice, matching Latin vocabulary with English meanings, matching translations with Latin sentences, matching words with pictures, matching Latin roots with English derivatives, completing sentences with a word from a given pool, and rearranging sentences into the order in which they appeared in a story. Grammar may be tested by such questions as, "Underline the subject once and the object twice." To test the meaning of a passage, comprehension questions should be used more than word-for-word translation. Quizzes should be frequent - daily if possible. Design tests which can be marked and returned to the students within one or two days so that they receive reinforcement as soon as possible.

In day-to-day assignments, accuracy in spelling and in copying material should be emphasized. However, for

testing purposes, students should not be penalized for spelling inaccuracies in Latin or in English/French. Traditional testing of English/French-to-Latin translation and English/French-to-Latin vocabulary is not be appropriate for a general-level course. Students should be tested from material that they can see in front of them rather than from recall.

Examinations are optional. The emphasis on the day-to-day development of practical skills and on the immediate application of knowledge may render formal examinations incompatible with course aims.

5. The Ancient Greek Program

This guideline provides for an advanced level program only in Ancient Greek¹. It provides for either one course or for two courses leading up to the Greek OACs. If only one course is provided prior to the OACs, it shall be Senior Greek (VGG3A). A two-year preparation for the OACs will consist of both Intermediate Greek (VGG2A) and Senior Greek (VGG3A). Wherever possible, time for courses in Greek should be provided on the timetable. In some schools these two courses may be covered through independent study with frequent monitoring by the teacher. In either case, the two course leadup to the OACs is not simply an extension of one year's work over two years. Where two courses are provided prior to the OACs in Greek, there should be additional reading in Greek, more intensive study of the language, and extended cultural studies.

Senior Greek may be used as the prerequisite for either Greek OAC provided that the students have achieved the knowledge necessary for addressing the content of the OACs.

1. Henceforth, in this document this program will be called "Greek".

5.1 Rationale

The study of Greek introduces students to a language, culture, and literature that have helped to shape Western civilization for over 2,000 years. By learning Greek, tracing English and French derivatives, examining Greek literature and related Greek culture, students may expand their awareness of Classical roots, both material and intellectual.

The study of an inflected language helps students to develop an appreciation of the working of language in general. Knowledge of the Greek language provides students with the opportunity to read literature which has had a profound influence on all subsequent Western literature. The reading of even elementary Greek offers students the opportunity to expand their historical and aesthetic awareness.

Through the study of Greek, students can develop a range of skills including: increased precision of thought and accuracy of expression in English and French; observing and making reasonable inferences from evidence; researching, organizing and reporting; and working independently or in small groups.

The intrinsic merits and practical advantages of a Greek program provide valuable background for advanced studies in the humanities: modern languages, linguistics, literature, philosophy, history, fine arts, classics, sociology, archaeology, anthropology, and political science. Furthermore, the general background and skills acquired while studying the language, literature, and culture of Greek antiquity are assets in such careers as journalism, writing, translating, medicine, theology, law, teaching, government, executive and administrative work, personnel management, public relations, travel, and tourism.

5.2 Aims

In pursuit of the goals of education as stated in section 2, the study of Greek helps students to:

- develop a reading knowledge of Greek;
- increase their sensitivity to language in general and to English and French in particular;
- recognize the linguistic influence of Greek on English and French, particularly with reference to derivatives;
- develop a discriminating and critical approach to literature through the study of style, structure, and metre;

- develop an appreciation of classical masterpieces that form part of the cultural heritage of the Western world;
- examine some of the values of ancient Greek society through a study of their literature, religion, politics, fine arts, and material remains;
- compare these values with those of the present and so develop greater insight into contemporary Canadian society;
- learn to respect customs, beliefs, and values that differ from their own;
- develop a mature awareness of themselves and others;
- develop precision of thought and expression, through the demands of accurate translation;
- improve their skill in self expression;
- exercise imagination and creativity;
- practise the skills of researching, organizing, and reporting orally or in written form.

5.3 Content

An important objective of the course or courses leading up to the Greek OACs is that the students' grasp of the language and vocabulary be sufficient to enable them to move into the reading of Greek literature with little or no adaptation. The textbooks currently in use in Ontario differ greatly in their presentation of the various

components of the Greek program. For this reason, a specific list of grammatical structures and vocabulary to be covered in each course is not included in this document.

(a) Reading Greek

The central purpose of the Greek course is to enable students to gain from primary sources a knowledge of ancient Greece and its literature. Therefore, the learning of language should move as quickly as possible into reading appropriate selections from classical works in prose, poetry, and drama.

This reading level is generally achieved more quickly in Greek than in Latin. This happens not only because Greek syntax is more straightforward than Latin but also because students taking Greek will normally have mastered some Latin and will be aware of how an inflected language works.

Upon completion of the preliminary course(s), students should be ready to begin reading Greek literature with little adaptation. To this end students should have experience reading continuous passages of Greek as well as isolated sentences. The first passages read and translated should be stories of moderately simple made-up

Greek, gradually increasing in difficulty until passages of Greek authors can be read.

The passages read should enhance the students' understanding of the Greek ethos and ideals. Translations of sections of ancient authors may be used to expand the context of the passages read.

Regular attention should be given to the learning of Greek vocabulary. By the end of the preliminary course(s) the students should have learned sufficient vocabulary to read passages of Greek comfortably with minimal use of a dictionary. While retention of vocabulary is important, skill in the proper use of dictionaries is also a valuable learning tool.

(b) Grammatical Component

A knowledge of Greek inflections and an understanding of the grammatical structures and concepts of the language are essential prerequisites for the reading of Greek. The specific ordering of the grammatical component will depend on the textbook used. However, teachers should be sure to cover forms and structures in such a way that it will be possible for students to complete the grammatical component by the end of either OAC. (The grammatical component of the Greek OACs appears in Appendix B of this

document). Students should learn the grammatical terminology necessary for the understanding of grammatical concepts. Accurate translation from Greek into English is expected; translation from English into Greek is optional. Knowledge of accentuation is optional, except where a change in accent alters the meaning of a word.

(c) Derivatives

The study of Greek roots and word origins should be included in order to reinforce and expand the students' knowledge of English and French. However, because of time constraints, this study usually has to be treated incidentally. Teachers may enrich students' vocabulary further through the study of prefixes, suffixes, and words encountered in other subject areas such as science, geography, mathematics, and medicine.

(d) Cultural Component

Because of time constraints the cultural component may have to be covered incidentally in conjunction with the reading of the texts. It is hoped that students may gain some knowledge of the physical environment and the political, social, and religious customs of the Greeks. This will enhance their understanding of the literature.

5.4 Teaching Strategies

Within the limits of time and resources, the techniques and methods advocated for Latin can be applied to the teaching of Greek.

The learning of the alphabet may be facilitated by the transliteration of Greek and English words.

Some Greek textbooks currently available include a fairly strong English - Greek composition component.

Nevertheless, teachers are advised to modify their teaching of Greek by increasing the emphasis on reading and de-emphasizing English to Greek translation.

Before taking either Greek OAC, it is expected that students will have mastered a reasonable amount of the language and will have been introduced to some aspects of the legacy of Greece.

Teachers should use a wide variety of teaching strategies suitable to the different components of the course - reading, translation, vocabulary, and language drill. Of the range of learning modes available the teacher should incorporate a variety, such as:

- the careful translation of passages which will teach students accuracy and precision;
- oral reading of Greek;
- reading for comprehension, using
 - (i) teacher directed questioning, oral or written
 - (ii) independent work
 - (iii) reading in pairs or groups
- translation at sight;
- formal grammar lessons dealing explicitly with Greek morphology and syntax.

In addition any or all of the following techniques may be employed. Students may:

- work independently or in groups on a study of topics related to the course material;
- examine non-print media;
- complete derivative exercises based on words used in other subject areas such as mathematics or science, or developed around themes;
- listen to recorded versions of Greek passages;
- listen to brief lectures by the teacher or a guest speaker;
- participate in classics conferences, university classics day programs, archaeological practica, and visits to museums, theatres, and art galleries;

- travel to Classical sites.

5.5 Evaluation of Learning

Evaluation is an integral part of the learning process. Since the central aim of the program is the reading comprehension of Greek literature, it is essential that evaluation techniques stress the skills connected with reading. Therefore, students' knowledge of Greek forms should be closely monitored. Their knowledge of derivatives and of Greek life and thought presented in the passages read should also be evaluated.

Teachers should use a wide variety of assessment methods to assess student achievement. At the beginning of each course the policies and procedures for evaluation shall be outlined and explained to the class. The weighting of marks in both written examinations and term work should reflect the proportion of time spent on each component of the course.

As part of the learning process, evaluation should provide students with the opportunity to prove that they are mastering the content and also to display progress in the application of learning skills, i.e. in their capacity to analyse, synthesize and evaluate.

Students of Greek are expected to:

- master vocabulary and syntax;
- comprehend grammar and vocabulary in the context of complete sentences in Greek;
- comprehend the content of Greek reading passages;
- translate passages at sight;
- answer questions on a sight passage;
- write and speak coherently in English or French;
- read Greek aloud with consistent pronunciation;
- be cognizant of Greek roots in English or French;
- gain some knowledge of Greek culture as presented in the reading passages.

6. The Classical Civilization Program

This guideline provides for an advanced level program and a single-course general level program in classical civilization.

The advanced level program may consist of one or both of the following courses: an Intermediate Division course called Introduction to the Ancient World (VCC1A) and a Senior Division course called Classical Civilization (VCC3A). If more than one course is offered in a school, care should be taken to avoid overlap in content.

The general level program consists of a single course, Classical Civilization for Today (VCC2G or VCC3G), which may be offered either as an Intermediate Division course or a Senior Division course.

Either course coded as VCC3A or VCC3G may be used to meet the Senior Division social science compulsory credit requirement for the Ontario Secondary School Diploma.

No prerequisites are required for any Classical Civilization course described in this guideline.

6.1 Rationale

The field of classical civilization is broad. Its study embraces ancient Greek and Roman philosophy, history, literature, art, archaeology, religion, political science, etymology, and urban geography. A course encompassing these disciplines will increase the students' knowledge and understanding of the classical world and its contributions to Western society. It will also enhance the students' understanding of the traditions and values of their own society.

A program in classical civilization provides access to the classical world through the study of both literary and material remains, sources that are extremely rich and varied. Classical literary works have survived, for the most part, because they are of universal and enduring significance. The nature of the material studied, by virtue of its richness and variety, can encourage and inspire students in their own writing and in other creative activities.

The documents which have descended to us from antiquity have to be interpreted. Students will learn to deal with the written record and material remains and to evaluate and understand their significance. Courses in Classical

Civilization, by combining the content, methods, and skills of different disciplines, expand the students' understanding of their world and provide a foundation for further studies in the humanities and social sciences.

6.2 The Advanced Level Classical Civilization Courses

6.2.1 Aims

In pursuit of the goals of education as stated in section 2, the study of Classical Civilization helps students to:

- understand the Graeco-Roman world, its physical features and historical context;
- become familiar with some major monuments and significant texts of the classical world;
- acquire a knowledge of life and customs in the ancient world;
- evaluate the ideas, achievements, and material culture of the Greeks and Romans;
- gain some understanding of the classical heritage;
- examine the cultural context of their own values;
- learn to respect customs, beliefs, and values that are different from their own;
- develop skills of selecting, locating, and using appropriate sources of information;

- develop skills in the critical examination of primary evidence, both written and non-written;
- practise the skills of researching, organizing, and reporting;
- express themselves effectively, both orally and in writing;
- improve their skill in articulating personal thoughts and feelings;
- develop imagination and creativity.

6.2.2 Content

The principal objective of these courses is to help students to understand the achievement of the ancient world. Each course is independent and forms a complete unit by itself. The Intermediate Division course is more broadly based and concentrates on the material record and on various aspects of the social organization of ancient society. The Senior Division course is more specialized. It allows students to examine a limited number of topics in greater depth. The emphasis is on the intellectual and artistic achievement of the Greeks and Romans.

(a) Introduction to the Ancient World (VCC1A).

This course will provide students with a general introduction to the study of the ancient world. It will attempt to answer two questions in particular:

- (i) What did the ancient world look like? and
- (ii) How did the people live?

Under (i) it would be appropriate to consider the following topics:

- the physical geography of the Mediterranean area and the influence of geographic features on the development of Greek and Roman life
- the chronological framework of the period being studied
- how the archaeologist uncovers the past
- the ancient city and its organization, public and private buildings, art and architecture.

This part of the course could be organized around a systematic study of representative sites (e.g., the Acropolis, Delphi, the Roman forum, Pompeii) or by examining appropriate topics, such as temples, theatres, and town planning.

Under (ii) topics such as the following could be considered:

- aspects of daily life in Greece and Rome
- sport and entertainment
- social classes in ancient society
- ancient festivals
- myths and religious beliefs
- education and literacy

Not all topics listed above need be included in the course, nor is the list intended to be exhaustive. The purpose of the course is to provide a broad survey, not to study a limited number of topics in detail. Whenever possible, Greek and Latin authors should be read in translation to illustrate the topic being studied.

(b) Classical Civilization (VCC3A)

The Senior Division advanced level course shall consist of (i) an introduction and (ii) a minimum of five units selected from at least three areas of study.

(i) The introduction shall provide the background knowledge necessary for the students to understand and appreciate each of the units studied in the course. The students should become familiar with the physical geography of the Mediterranean World, the chronological framework of the period being studied, the features of society that are necessary to the understanding of the topics chosen, and the sources of our knowledge about the ancient Greeks and Romans. It is not necessary for all of the introductory material to be covered at the beginning of the course; some topics may be introduced at the beginning of the units to which they are most relevant.

(ii) A minimum of five units shall be chosen from at least three of the following eight areas. Sample units are listed for each area; the teacher is free to select other appropriate units within these areas. Where possible, it would be advisable to consult with the students in making these selections. Greek and Latin authors should be read in translation to illustrate the topic being studied.

Areas of Study

(a) Literature

- theatre and drama
- epic and myth
- satire and society

(b) History

- lives of famous people
- ancient historians
- ancient theories of government

(c) Philosophy and Religion

- Plato's Apology
- Epicureanism and Stoicism
- views on the after-life

(d) Archaeology

- the science of archaeology
- the study of a site
- pioneers of Classical archaeology

(e) Art and Architecture

- Greek sculpture
- Roman wall painting
- orders of architecture

(f) Ancient Society

- transportation and communication
- daily life
- science and engineering

(g) Mythology and Legend

- survey of the common myths
- myths related to a particular theme, such as myths of origins of cities and institutions, stories of the hero, and creation myths
- Atlantis

(h) Language

- families of languages
- the history of writing
- literacy in ancient society

6.2.3 Teaching Strategies

Learning is a dynamic process. Teaching strategies should seek to expand and enhance the students' thinking and planning skills.

A variety of approaches to the presentation of material should be employed. A selection from the following teaching strategies may be used:

- presentation by the teacher or guest speakers
- audio-visual presentations
- the assignment of content and comprehension questions
- presentation of materials and questions by the teacher-librarian
- field trips to archaeological sites, museums, art galleries, or stage productions

Possible learning activities include:

- individual or group research followed by class presentations
- reading assignments
- analysis of visual materials
- research projects with written reports
- visual projects such as maps, charts, drawings, and models
- creative projects (written or artistic work based on classical models)
- discussions
- debates
- dramatizations

- games and puzzles on classical themes
- comparative studies of various aspects of the ancient and modern worlds
- independent study

For sample lesson plans see section 5.3.3.

6.2.4 Evaluation of Learning

Evaluation is an important part of the learning process. Since the central aim of the program is to enable students to understand the Graeco-Roman view of the world and to be able to communicate that vision in different ways, it is essential that evaluation methods should be varied, reflect the course objectives, and stress the cognitive skills and affective development of the students. At the beginning of each course, the policies and procedures for evaluation shall be outlined and explained clearly to the class.

Evaluation objectives may include the following:

Students should:

- identify the contributions of the classical world to Western society in political, social, and cultural fields;

- deduce from the analysis of an artifact or literary work the ideas expressed by the artist or writer;
- correlate the evidence provided by the analysis of literary, historical, and archaeological sources to obtain a global view of the period studied;
- compare different periods of the same civilization according to specific criteria (e.g. pictorial and literary);
- compare the Greek civilization with the Roman civilization;
- compare the Graeco-Roman view of the world with our own;
- state and defend a point of view in oral and written form.

In evaluating independent, individual, or group assignments, teachers should consider such factors as the students' ability to:

- ask pertinent questions;
- find information from varied sources in answer to these questions;
- organize and formulate thoughts and ideas from data;
- evaluate the results of research;
- communicate in an oral, visual, and written form in an effective manner;

- share in self-evaluation or student-peer evaluation experiences, thereby helping them to develop responsibility for their own learning.

Accurate and comprehensive assessment includes formative and summative evaluation. Formative evaluation involves continuous assessment of the knowledge, skills, attitude, and effort of a student. Attitude and effort take into consideration the student's daily homework assignments, notebook, presentations, and classroom participation.

In evaluating student skills, the teacher may have to devise more specific and more concrete criteria. The following list, although not inclusive, illustrates the need to translate the course aims into measurable course objectives. Students should be able to:

- extract the main idea or theme from the study of a text or an artifact;
- express ideas in a logical way e.g. causes and consequences, theses and issues;
- find criteria for comparison;
- judge and evaluate the achievements of the Greeks and Romans;

- develop their creative expression through the construction of three-dimensional models such as pottery, urns, clothing, architectural buildings, roads, and bridges;
- participate in class or group discussion;
- summarize a discussion on a single idea or theme;
- permit others to express their point of view.

Summative evaluation of student achievement takes place after the completion of a topic or unit. It should be used to inform students and others of the extent to which the instructional objectives have been achieved. The following are sources of data on which summative evaluation may be based:

- . topic or unit post-tests related to course objectives
- . formal examinations at specific intervals
- . projects

6.3 The General Level Classical Civilization Course

6.3.1 Aims

Many of the aims listed in 5.2.1 for the advanced level courses will be relevant to this course also. The general level course will differ from the advanced level courses, however, in placing greater emphasis on practical matters and in relating the traditions and practices of the ancient world more closely to the world of today. Students will gain some appreciation of the differences between ancient and modern society and of those aspects of the ancient world which have left their mark on our own time.

6.3.2 Content: Classical Civilization for Today (VCC2G or VCC3G)

The course, which may be offered either as an Intermediate or Senior Division course, shall consist of (i) an introduction, and (ii) the study of a variety of topics related to ancient life and experience.

(i) In the introduction to the course, the teacher should provide a chronological framework for the period to be studied and an outline of the physical geography of the Mediterranean area. In addition, students should be made aware of what the Greek and/or Italian landscape looked like and given a general picture of the appearance of ancient towns and cities.

(ii) Below is a list of topics that are suitable for inclusion in this general level course. In designing the course the teacher should select an appropriate number of the listed topics and may wish to include other appropriate topics which illustrate the relationship between the ancient and modern worlds. The teacher may hold discussions with the students when topics are selected.

- clothing and jewellery
- food and drink
- daily routine
- marriage
- slavery
- myths
- legends
- religion
- sports

- roles of men, women, children, the family
- entertainment
- archaeology
- architectural styles
- public buildings
- the Seven Wonders of the Ancient World
- houses
- house decorations
- technology
- crafts
- engineering
- professions
- lives of famous people, e.g. Themistocles,
Alexander the Great, Julius Caesar, Antony and
Cleopatra, Nero and Agrippina
- the army
- famous battles
- ships
- Roman numerals
- abbreviations
- the Greek alphabet
- common Greek and Latin roots
- mottoes
- the calendar

6.3.3 Teaching Strategies

Teachers should use a wide variety of teaching strategies which reflect the needs, learning styles, and interests of students taking this general level course. Following are some sample teaching strategies that may be used by teachers.

(a) Examination of an Artifact

The following list of questions is not meant to be used as a set formula. Questions should be phrased to fit the artifact under observation and should be adapted to fit the student audience and the objective of the lesson. In order to help students maintain a logical train of thought, the teacher should be careful to ask questions in a straightforward and systematic fashion, clearly specify what technical vocabulary students must master, and explain and thoroughly reinforce technical terms.

Looking at an artifact, the following sequence of questions may be asked:

(i) How was the artifact made?

Description: What is it? Consider size, shape, colour, weight, texture.

Composition: What is it made of? Is it made of one material or a variety of materials?
Where do they come from? What kind of tools were used in the process? Where do they come from? Were there tools found near the artifact?

Design: What is the relationship between its shape and its function?

Decoration: What is the source of the decorative pattern? Is the decorative pattern constant around the artifact?

(ii) How was the artifact used?

Utilitarian use:

- Was it used for cooking, hunting, farming?
- Was it used to make other things such as tools?
- How was it used? What happened to it as far as wear, breaks, scratches, surface discolorations, and chemical deterioration?
- Is it still used? If not, why?
- Was the initial model modified?
- What were the advantages and disadvantages of its use?

- Why does this artifact appear at a specific time in a specific place, for a specific use?

Social function:

- Was it for everyday use? special? ceremonial?
- Was its use limited to a precise social class or to a particular group of people?
- Was it used all the time or only at certain periods during the year?

Ideological function:

- Does the artifact illustrate certain values of the culture which made it?

(iii) Relationship Between the Artifact and the Environment

Interpretation:

- Was it made where it was found?
- Was it used in an urban, rural, indoors, outdoors environment?
- What kind of people used it: farmers, townspeople, artisans?

- Was it used by a man or a woman?
- Did the person who made it, also use it? If not, how did the user obtain it?
- How is it similar to/different from a modern object of similar function?
- What conditions caused it to survive to the present?
- What was the nature of the technology required to create it?

Cultural Value and Significance:

- Why was it made?
- What were the economic, social, and cultural conditions that made it possible or necessary to create it?
- Was it of value to the maker and owner?
- Was it carefully looked after?
- What does the object tell you about the period or culture it is from?
- What meaning and value does it have today? Has its significance changed?

Comparison in Time and Space:

- Do objects from other cultures with the same function have the same shape, design, and decoration?

(b) Group Work (See also section 4.3.4.)

To motivate the students the teacher could have them study Greek and/or the Roman civilization from a variety of different perspectives.

The class could be divided into small groups of students with each group responsible for exploring a particular theme.

(i) Each student in a group would be responsible for analyzing one aspect of the culture which is under study, such as the techniques of warfare, town planning, architecture (private and public), pottery, and glassware.

(ii) Each group would limit the theme under study according to a chronological approach, a regional approach, or a social perspective and could be examined from the point of view of a slave, a noble, a merchant, a soldier, a man, a woman, a child.

Including a variety of points of view should meet the needs and interests of all students taking the course. Moreover, working together they learn to listen to their partners, express their points of view, organize their thoughts, and reach a consensus.

(c) Problem Solving

One objective of this method is to enable students to use the past to better understand the present. There are different ways to solve a problem. One approach might be to use comparisons. Roman civilization could be compared with the North American way of life with the advantages and disadvantages of each listed. Alternatively, the method of Roman warfare under Augustus could be compared to that used by the Americans in Viet Nam. The criteria used for making comparisons should include social, political, economic, and cultural factors. During this process, students should discover the commonalities and differences between the two cultures being compared.

6.3.4 Evaluation of Learning

Evaluation is a fundamental part of the learning process. In a general level course evaluation must focus on the content taught, but effort and contribution should also be considered. Questions should be kept specific and concentrate on the objectives of the course.

The following list, although not inclusive, illustrates the need for educational objectives relevant to the interests of the students.

Students are expected to show progress in their ability to:

- ask pertinent questions
- find documentation from varied sources
- find on a map the main centres of the Graeco-Roman civilization
- draw charts to show the class structures of Greek and of Roman society
- list, in an organized manner, the contributions of the Graeco-Roman civilization to our own
- analyze an object (public or private) representative of this civilization
- describe some of the techniques used by the Greeks and by the Romans in areas such as architecture, sculpture, pottery, town planning, and warfare
- describe everyday life in a typical Greek city state or in a Roman town
- explain how the architectural remains reflect a specific view of the world different from our own
- compare a Greek or a Roman town with a Canadian one according to specific criteria
- evaluate the positive aspects of this civilization
- define and describe certain concepts related to the Graeco-Roman culture such as democracy, city state, urbanism, and empire.

To meet the individual needs of the students, the teacher should use a wide variety of assessment methods.

At the general level the development of target skills and the enhancement of a positive attitude are at least as important as the acquisition of knowledge of an ancient culture and should be considered during evaluation.

Frequent testing, either oral or written, should foster consistent growth in the development of identified skills. A program adapted to the students' needs should make them feel successful in their endeavours.

In addition, the teacher should consider the following criteria when evaluating a student:

- ability to distinguish the main idea from the secondary points
- ability to distinguish a fact from an opinion
- ability to find the Latin or Greek roots of specific English names
- ability to summarize a paragraph
- logical development of the thought process
- clarity of organization
- effectiveness of a presentation (especially oral)
- use of chronology

The teacher should be aware of the necessity of program modification if testing shows the need for reinforcing a specific skill or attitude.

A comprehensive assessment of the student includes formative and summative evaluation. It is essential to stress the importance of formative evaluation of students taking this general level course.

7. Bilevel and Multigrade Classes

Bilevel and multigrade classes are described in section 5.5 of OSIS. It must be noted that these types of classes are structured in order to ensure that the program will be offered in the school.

The diverse backgrounds and learning styles of students entering secondary school classes and programs create a wide range of competencies and motivation in most classes. Multigrade and bilevel classes add to this diversity.

To work with these diverse classes, the teacher may:

- vary the classroom organization, using full-class, small-group, and individual work;

- organize the course or courses so that students have some joint or simultaneous activities as a full class. These may be question and answer exchanges, games, cultural activities, skit preparation, videotape or film presentation, or writing sessions;
 - assess students' mastery of previous year(s) work or topics at the beginning of the year and develop a system for keeping records on each student's work throughout the year;
 - organize activities and projects that enable students to practise and use the language in small groups. The use of grouping makes possible a varied program in which the pace of learning and the level of difficulty of the material can be matched to the competence of different groups of students in the class. Grouping frees the teacher to work with individual students or small groups while other students are proceeding with their assignments;
- NOTE: Noise level, correction of work, timing, and peer assistance need special consideration in managing group work.
- design units for independent study as circumstances require;

- develop contracts with senior students to allow them to work on an individualized program. The contract must outline clearly the tasks, time-line, method of evaluation, and expectations for the degree of mastery of the material;
- provide students with an overall outline of the work and the assignments to be covered in the week or unit, and list the day's plan on the blackboard. Students need this to know what is expected of them and what they can do next if the teacher is teaching or testing other students;
- create a buddy system in which the students can help one another. Encourage peer teaching of certain elements in the program by senior students;
- clearly establish the objectives to be met by each group and make sure that they are appropriate for the students. One group of students should not feel that it must work harder than the others;
- establish distinct expectations and marking criteria for different students when common assignments or projects are given;

- set deadlines for the completion of projects or activities that groups are working on in class so that the timing of presentations, displays of work, or evaluation is complementary.

8. Technology in the Classroom

The Classics curriculum must reflect the technological as well as the sociological changes that are occurring in our society as we approach the twenty-first century. As the cost of educational hardware decreases and the availability of good educational software increases, teachers will have opportunities to enhance and even restructure their Classics programs. Students will learn to use new information technologies, such as computers, videodisks, and videotape recorders as tools of communication, and of collaborative and interactive learning.

In the last decade, there have been major developments in technologies associated with microcomputers, telecommunications, data storage devices, printing machines, and video-recorders - developments that have the potential to substantially alter the quantity, quality, and nature of interactions in the classroom. Technology can facilitate both individualized instruction and collaborative learning.

A number of models for learning are prevalent in computer literature. The transmission model uses the computer as tutor or an electronic textbook, feeding preprogrammed packages of information to students. Authoring systems available for Latin teachers can be applied to vocabulary morphology, grammar concepts, translation skills, derivative study, reading comprehension, literary criticism, history, and culture. Use of such systems facilitates the mastery of various language skills. As new programs are developed and offered to schools there will be a need to evaluate these programs on the basis of textbook compatibility, content components, program characteristics, and program mode.

Video cameras may be used to enrich Classical language and civilization courses. Having the students act out plays or conduct a guided tour of an archaeological site can enhance the students' cultural awareness of the topic under discussion and thereby make it more meaningful.

9. Role of the Teacher-Librarian

The school's library resource centre can enhance Latin, Greek, and Classical Civilization courses since programs using such a facility can provide opportunities for creativity, provide for individual differences in rate and style of learning, provide motivation for independent

learning, and familiarize students with modern information technology as a learning tool. The teacher- librarian can assist in developing curriculum units, teaching library and research skills, and supplying and building up necessary print and non-print resources (reference and recreational books, informational files, filmstrips, video and audio cassettes, and computer programs).

The teacher in conjunction with the teacher-librarian should:

- design some learning experiences for students that ensure integration of the classroom work with resource materials available. Some sample topics which students may investigate are: biographies of famous Greeks or Romans, religions, palaces, civic structures;
- illustrate lessons with learning materials from the library resource centre and thus make students aware of their availability;
- involve students in the use of print and non-print materials;

- make provision for appropriate activities in the library resource centre for exceptional students including resource-based remediation and enrichment;
- select classics-related resource materials for purchase by the resource centre.

Success in the use of resource-based learning may be judged to be effective for students when it:

- improves their education by providing a variety of learning strategies;
- begins to acquaint them with the tools of research;
- facilitates their search for knowledge by matching kinds of resources to different learning styles and abilities;
- provides opportunities to develop independent learning and problem-solving skills;
- provides reinforcement when different forms of media or materials are used;

- provides a dynamic and interesting process that allows them to use media and information technology in a practical way.

Appendix A: Grammatical Core for the Latin OACs

The aim of this part of the course is to provide students with the linguistic foundation that will enable them to read and understand Latin texts. A thorough familiarity with the forms of Latin words is essential; in matters of syntax the greatest emphasis should be placed on those constructions that differ most from normal English or French usage and that would likely cause students the greatest difficulty in translation. Thus, for example, the accusative and infinitive construction and the use of participles and gerunds will need more reinforcement than will simple commands.

The summary below is provided as a reference for teachers. Upon completion of either Latin OAC, students will be expected to recognize, interpret, and translate the forms and grammatical constructions below:

I Morphology

Nouns - all declensions

Adjectives - all declensions; regular and irregular,
comparatives and superlatives

Adverbs - regular and irregular; comparatives and superlatives

Numerals

- Pronouns - personal, relative, interrogative,
reflexive, emphatic, demonstrative,
indefinite
- Verbs - principal parts of regular, irregular, and
deponent verbs
- all conjugations (all tenses, voices, and
moods)
 - participles, infinitives (all tenses and
voices)
 - gerunds, gerundives
 - irregular verbs: sum, possum, volo, nolo,
malo, eo, fero, fio

II Syntax

1. Use of Cases

- Nominative - subject, predicate
- Genitive - possessive, subjective and
objective, descriptive, partitive; with verbs
and adjectives
- Dative - indirect object, interest, purpose,
possession, agent; with verbs and
adjectives

- Accusative - direct object; expressions of time and place; with certain prepositions
- Vocative - address
- Ablative - separation, origin, instrument, manner, cause, agent, comparison, description, respect; expressions of time and place; with certain prepositions; with verbs and adjectives
- Locative

2. Constructions

- agreement
- apposition
- direct statements, questions (including deliberative), commands, prohibitions, wishes
- indirect statement
- indirect question
- indirect command
- purpose clauses
- result clauses
- clauses introduced by expressions of fearing, preventing, and doubting
- concessive clauses

- causal clauses
- temporal clauses
- relative clauses
- comparative clauses
- conditional sentences
- participles
- ablative absolute
- gerunds and gerundives
- gerundive with esse expressing obligation
- impersonal verbs; impersonal passive of verbs
- complementary infinitive

Appendix B: Grammatical Core for the Greek OACs

To read the literature with understanding, students must be well versed in fundamental accidence and syntax. Thus, by the end of each OAC, students shall have completed and consolidated their knowledge of the linguistic forms and structures listed in this section of the guideline and shall have demonstrated an ability to recognize and translate accurately these forms and structures in the literature read.

In designing courses teachers should bear in mind that students' knowledge of grammar at the time they enter either OAC is likely to vary widely. Using a combination of teaching methods will ensure that students complete and consolidate their knowledge of grammar. Such methods may include:

- (a) focused practice on specific points of accidence and syntax, with model sentences and exercises from formal grammar texts;
- (b) regular reinforcement of accidence and syntax using the prescribed readings;
- (c) further practice with supplementary exercises based on prose authors;
- (d) parsing of sentences;
- (e) translation of a passage on sight.

Upon completion of either OAC, students will be expected to recognize, interpret, and translate the following grammatical forms and constructions:

- forms of all three declensions of regular nouns and irregular nouns that occur frequently
- forms of adjectives and adverbs
- comparison of adjectives and adverbs
- forms of personal, reflexive, demonstrative, interrogative, indefinite, and relative pronouns
- forms of -ω verbs in all tenses, voices, and moods
- forms of contract verbs in -ᾶω, -ἔω, and -ὦω, as above
- common forms of the verbs: *τίμι (sum), τίμι (ibo), ἵστυμι, ἵημι, τιόημι, φημι, σίδωμι, σύναμαλ, σείκνυμι, and οἶδα*
- principal parts of the commonest verbs
- forms of participles, all tenses and voices
- uses of the cases:
 - i) nominative - subject and subjective completion
 - ii) genitive - of possession, description, and source; partitive; with certain adjectives, prepositions, and verbs; of comparison; of time; genitive absolute

- iii) dative
 - as indirect object; of advantage or disadvantage; possessive; instrumental; with certain prepositions and verbs; of time; of agent
 - iv) accusative
 - as direct object; as double accusative with certain verbs; of extent of space or time; of respect; adverbial; with certain prepositions
 - v) vocative
 - of address
-
- common functions of all tenses, moods, and voices of verbs
 - functions of subjunctive and optative in principal clauses
 - functions of infinitives
 - functions of participles: attributive, circumstantial, and supplementary
 - various methods of expressing indirect discourse
 - relative clauses
 - temporal clauses: ἐπεὶ, ἐπειδὴ, ὅτε, ἕως, πρὶν
 - purpose clauses
 - result clauses
 - expressions of fearing
 - conditional sentences
 - common uses of οὐ and μή and their compounds

Other forms and constructions, for example, duals and third-person imperatives, need be considered only when they occur in the texts read. Knowledge of accentuation is optional, except where a change in accent alters the meaning of a word.

Students should learn the grammatical terminology necessary for the understanding of grammatical concepts.

Accurate translation from Greek into English is expected; translation from English into Greek is optional.

